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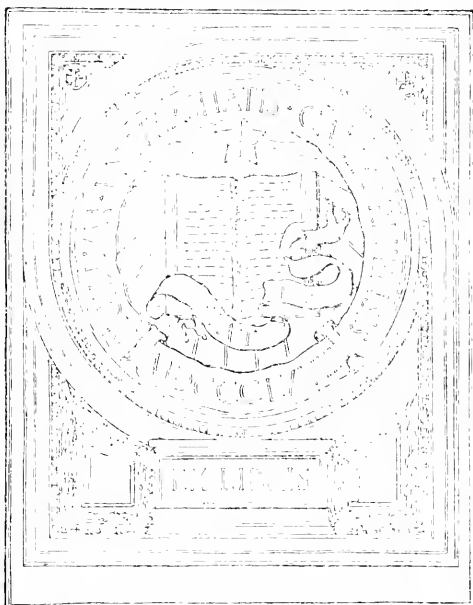
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Bureau of municipal research.
New York.

Outside cooperation with the
public schools of greater New
York.

UNIVERSITY OF CALIFORNIA
AT LOS ANGELES



OUTSIDE COOPERATION WITH THE PUBLIC SCHOOLS OF GREATER NEW YORK

This report is based upon returns from 163 outside agencies, the city superintendent's reports for 1902-1911, the board of education's and board of superintendents' minutes for 1905-1911, and newspaper files for 1906-1911

**Submitted March, 1912
to the
Board of Estimate's Committee
on School Inquiry**

Abridged Edition: Price, 25 Cents

**BUREAU OF MUNICIPAL RESEARCH
261 BROADWAY**

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The photographs here printed are
from plates used in recent years by
the agencies furnishing them to il-
lustrate their work for public school
children

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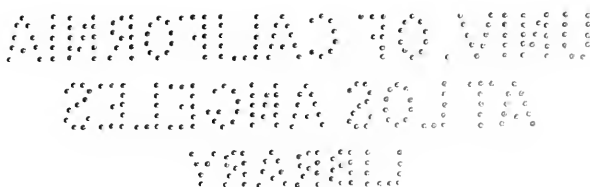
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Private Mailing Card

Will Newspapers Help School Superintendents Present School Facts to the Public?

At the St. Louis meeting of the division of superintendence, N. E. A., 1912, Superintendent J. M. Greenwood of Kansas City asked someone to tell him how to carry out the third of six lines of attack cited for learning a community's unmet school needs:

**By making it easy for newspapers to report
what the schools do and need**

Clippings that come to us indicate that many school superintendents have been very successful in securing the cooperation of their local newspapers. We refer specifically to our **School Stories**, to the editors of the **New York Globe**, **Evening Sun**, **Brooklyn Daily Eagle**, **Times**, **Philadelphia Record**, **Springfield Union**, **Hudson Observer** (N. J.). If you care to tell how you have done it, or if you have questions, we shall be glad to pass both testimony and questions on to other superintendents and to newspapers.

BUREAU OF MUNICIPAL RESEARCH

261 Broadway, New York City

One side of Efficient Citizenship No. 526

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FOREWORD

The Bureau of Municipal Research is frequently asked what opportunities for work it offers to volunteers able to give full time or part time service. The study here presented is one answer to that question and suggests many ways in which public schools and other public departments may enlist the services of an ever increasing number of volunteers who wish to make their thinking and their working count toward community betterment.

In the autumn of 1910 a Bryn Mawr graduate, Miss Elsa Denison, after visiting the New York budget exhibit inquired at the Bureau of Municipal Research as to methods of applying municipal research to her home city, Denver, Colorado. After two months of volunteer work at our office she asked

**The money cost alone for outside help here
listed for New York's public schools
is fully one million dollars a year.**

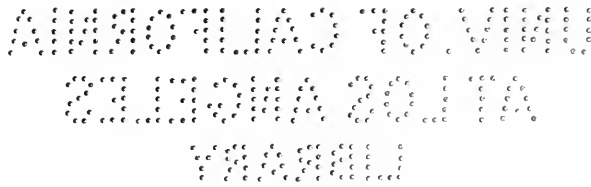
physicians, dentists, ministers and women who had already helped or who were in position to help their local schools.

After it was decided to present separately the facts for Greater New York because of the school inquiry which is being conducted by the board of estimate and apportionment, Miss Dorothea Taussig, a Wellesley graduate, volunteered to classify instances, as noted in this report, of civic cooperation mentioned in the board of education's minutes, city superintendent's reports and newspaper files.

As one of many agencies particularly interested in securing for the public schools the benefit of continuous and informed citizen cooperation, the Bureau of Municipal Research commends the facts and the constructive suggestions of this report to the board of estimate's committee on school inquiry, to the school authorities, to civic agencies offering or able to offer cooperation and to the general public.

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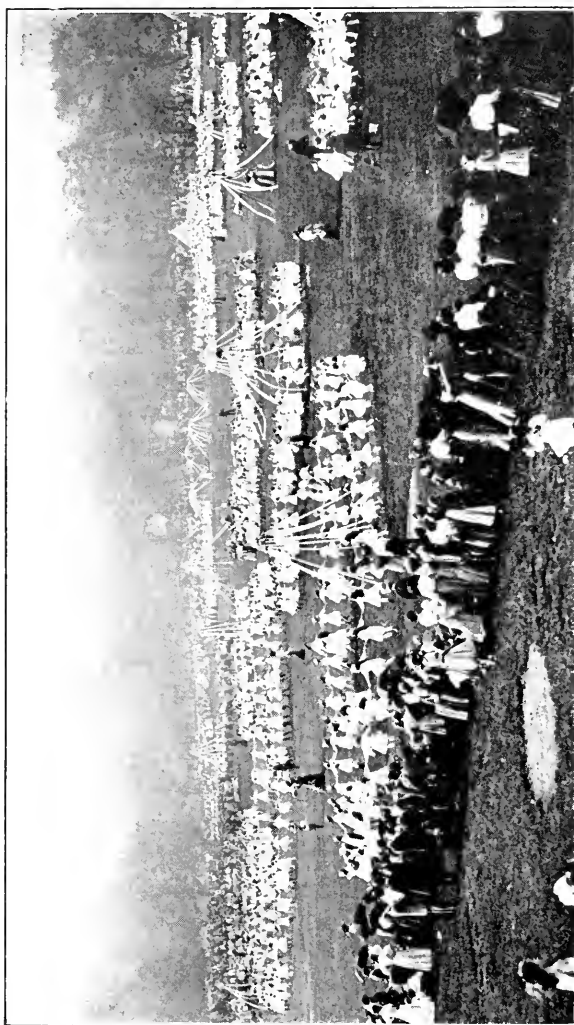
In the autumn of 1910 a Bryn Mawr graduate, Miss Elsa Denison, after visiting the New York budget exhibit inquired at the Bureau of Municipal Research as to methods of applying municipal research to her home city, Denver, Colorado. After two months of volunteer work at our office she asked us to suggest fields of inquiry within the limits of volunteer part time service. Among the fields offered was that of the college woman's relation to municipal government, from which question Miss Denison's study later centered in the question, "What are men and women as individuals or in organizations doing to help public schools?"

Letters of inquiry were written to school superintendents of whom 350 furnished the names of 1,000 business men, physicians, dentists, ministers and women who had already helped or who were in position to help their local schools.

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"FIFTEEN ACRES OF DANCING GIRLS." Courtesy of Harper & Brothers.

The Girls Branch of the Public Schools Athletic League Wishes Funds to Extend its Out-door

Games to 300,000 Girls Not Yet Reached

SCOPE OF STUDY AND SOURCES OF INFORMATION

This study aimed not to present an exhaustive, critical analysis, but to indicate the amount and variety of helpfulness available from outside agencies for teachers and children. All agencies were asked for information whose names, as given in the Charities Directory or noted elsewhere, indicated a probable or potential connection with schools. There may be many others, of which we have not heard, from which the schools are receiving valued assistance. We hope they will wish to supplement this summary by sending to us, perhaps to the newspapers, and particularly to school authorities, the story of the work they are able to do for public schools.

To learn the nature and extent of outside cooperation with the public schools of Greater New York four general sources of information were studied:

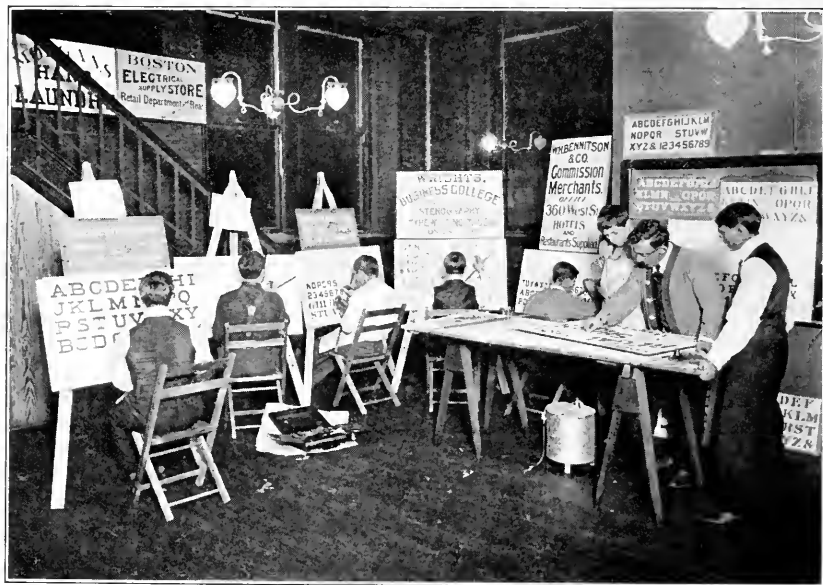
1. **163 private volunteer agencies and public institutions of which 153 cooperated in making this study through letters, interviews and formal reports, while for 10 information was obtained mainly from printed reports**
2. **The annual reports of the city superintendent of schools for the years 1902-1911.** The cooperation of outside agencies with schools may be fully appreciated by the city superintendent, associate superintendents and heads of departments without being mentioned by them in annual reports to the board of education and to the public. We considered it important, however, to learn how frequently and how fully outside interest and assistance is mentioned, because in other cities the annual report has been successfully used to stimulate, guide and make valuable the cooperation of individuals and agencies outside the school system
3. **The minutes of the board of education and the board of superintendents, for the years 1905 to June, 1911.** The minutes of these two boards do not include action taken or consideration given to communications which have been addressed personally to the city superintendent, associate superintendents, heads of departments or committee chairmen, unless such matters are brought up at a meeting of either or both boards. But as a means of estimating citizen interest expressed in communications

to officials of the school system, an analysis of the minutes was made, to discover what kinds of written communications come from outside the system, how many, from whom, relative to what

4. The files of three newspapers—Globe, Evening Post and Tribune—for 1905 through November, 1911 and 1,000 items clipped from 20 newspapers in 1911 and filed by the Bureau of Municipal Research

One important source of information was not used, namely, personal appraisals of outside cooperation by the 20,000 teachers, principals and supervising officers, district superintendents and associate superintendents, local board members and school commissioners etc., who have inside knowledge of school needs.

It is hoped, however, that the publication of this report from the standpoint of the private agencies who wish to help, will evoke testimony and suggestion from those on the inside.



The Children's Aid Society Teaches Sign Painting to Supplement Public School Work

I SIGNIFICANT FACTS

Amount of Cooperation Available for the Schools From Agencies Outside the School System

- 1—Direct, continuous and gratuitous cooperation is offered by 76 agencies



Home Visitors to Help Home Conditions Are Tendered by Several Relief Agencies, Settlements, Public Education Association, etc

- 2—Indirect cooperation through investigations, parents' meetings and publicity is offered by 37 agencies
- 3—Special opportunities for instruction and recreation are offered to pupils and teachers by six agencies
- 4—The assistance of schools in carrying on their propaganda is sought by five agencies
- 5—No connection with public schools is reported by 39 of the 163 agencies addressed because their names suggested possible connection, including 22 hospitals and dispensaries which make no special arrangements for treating school children

6. Organized resources of citizen helpfulness for schools.

- | | |
|--|---|
| a. Art | Metropolitan Museum of Art
Municipal Art Society
School Art League
Societies of Artists
Women's Clubs |
| b. Budget | Association of Neighborhood Workers
Boards of Trade
Brooklyn League
Bureau of Municipal Research
City Club
Latty League for Social Service
Local Needs Association, Lower East Side
Public Education Association
Social Workers' Conference
Taxpayers' Associations |
| c. Buildings | Boards of Trade
Civic Associations
Taxpayers' Associations
Women's Welfare Dept., Nat'l Civic Federation |
| d. Civic training | American Civic Alliance
Boy Scouts of America
City History Club
National Municipal League
People's Institute
School Citizens Committee
Women's Health Protective Association |
| e. Compulsory education | Consumers' League
New York Child Labor Committee
Soc's for the Prevention of Cruelty to Children
State Probation Commission |
| f. Defective children and non promotion | Association for the Aid of Crippled Children
Public Education Association
Settlements
Society for the Study of the Exceptional Child
State Charities Aid Association
Young Men's Hebrew Association |
| g. Health | American Medical Association
American School Hygiene Association
Anti Cigarette League of America
Brooklyn Committee on Tuberculosis
Bureau of Municipal Research
C. O. Committee on Tuberculosis
County Medical Association
Department of Health
Free Dental Clinic for School Children
Hospitals and dispensaries
Nat'l Ass'n for Prevention of Tuberculosis
New York Academy of Medicine
People's University Extension Society
Russell Sage Foundation
School Lunch Committee
Settlements
Society of Sanitary and Moral Prophylaxis
Women's Health Protective Association |

grouped according to the type of school interest

- h. **Kindergartens** New York Kindergarten Association
Settlements
- i. **Natural science** American Museum of Natural History
Children's Museum, Brooklyn Institute
National Plant, Flower and Fruit Guild
New York Aquarium
New York Botanical Garden
New York Zoological Garden
Public Education Association
- j. **Parents' associations** Federated Parents' Association
Italian Educational League
Mothers' clubs
N. Y. City Federation of Women's Club
New York City Mother's Club
Parent Teacher Association (Omnia)
Public Education Association
- k. **Recreation, playgrounds, vacation schools, social centers** Department of parks
International School Farm League
National Vacation Bible Schools Association
Parks and Playgrounds Association
People's Institute
Public Schools Athletic League
Recreation Commission
Russell Sage Foundation
School Garden Association
Settlements
Social Center Association of America
Women's Municipal League
Young Men's Christian Association
- l. **Relief** Ass'n for Improving the Condition of the Poor
Brooklyn Bureau of Charities
Brooklyn Federation of Jewish Charities
Charity Organization Society
Public School Relief Association
United Hebrew Charities
- m. **Teaching** Adelphi College
American School Peace League
Brooklyn Institute of Art and Science
College of the City of New York
Public Library, all boroughs
Teacher's College, Columbia University
- n. **Vocational training, commercial and industrial** Chamber of Commerce
Children's Aid Society
Committee on Vocational Guidance
Educational Alliance
Merchant's Association
National Society for the Promotion of Industrial Education
Young Women's Christian Association

7—Hospitals and dispensaries in all boroughs are giving treatment to school children and are eager to make their resources more accessible to schools. Of 113 hospitals and clinics in Greater New York written to

63 did not answer

29 report no special arrangements for treating school children

46 do not refer children treated to the school nurse or teacher

3 report to the schools that treatment has been given children

11 report treating children after school hours

9 have notified schools of their willingness to treat children

8 feel that knowledge of their clinical facilities is general throughout their districts

4 furnish cards to make it easier for teachers to refer cases for treatment

7 follow up school cases with visiting nurse

8 sign report cards given by school physicians to the children

8 maintain special clinics for treatment of physical defects

2 report treatment when requested to do so by the schools

1 notes which schools children come from

1 indicates on physical education card what exercise the child may take

1 fits and supplies glasses free

22 would like to cooperate more fully with schools and will welcome suggestions for making the hospital of more service to school children

8—697 communications were received by the board of superintendents and board of education during the 6½ years, 1905 through June, 1911, from outside agencies as follows:

101 offers of direct cooperation and gifts

353 recommendations, objections and requests of which

43 were from city departments, and

43 from associations of teachers and principals

157 requests for the use of public schools or public school children by outside agencies

- 9—These 697 communications were written by
- 76 individuals
 - 45 different district civic agencies
 - 35 taxpayers' associations
 - 25 groups of parents
 - 21 temporary commissions
 - 20 business concerns
 - 20 boards of trade
 - 200 other volunteer organizations
 - 7 city departments
 - 16 associations of teachers and principals



One Way the Dock Department Cooperates with the
P. S. A. L. in Helping School Children
Courtesy of the Playground Association

- 10—These 697 communications related

- 135 to new buildings and sites
- 86 to contests and exhibits
- 73 to administrative changes
- 63 to teachers, principals and superintendents; ap
pointment and removal
- 47 to school health
- 40 to equipment
- 29 to recreation
- 27 to course of study
- 19 to deficient children
- 15 to evening schools
- 5 to school budget
- 158 to other ~~needs~~ *objects, many obviously unimportant*

- 11—Newspapers seem to welcome school news sent by school officials, parents, school associations and outside agencies
- a—Newspaper interest in school matters is expressed by
 - Editorial criticism and constructive suggestions
 - Newspaper articles on special school subjects
 - Articles or addresses by experts
 - Reports of cooperation received from outside agencies
 - Reports of meetings on school matters
 - Local school news
 - Letters from readers on school topics
 - b—Four newspapers run special school pages, columns or sections,—**Globe, Brooklyn Eagle, Evening Sun and Times.**
 - c—From 20 newspapers the Bureau of Municipal Research in 1911 clipped and filed over 1,000 news items and editorials on school matters
- 12—More continuous and more constructive cooperation is available from outside agencies than the schools have yet received. The agencies whose cooperation seems to have been most valuable in the past are ready to extend their cooperation and to plan new means of being useful to the schools



Fighting Child Labor Means Enforcing Compulsory Attendance and Newsboy Law
New York Child Labor Committee

Value of Outside Co-operation Received

13—How multi-form is the helpful cooperation is indicated by the following

- a—**Special classes for crippled children** in both public and private buildings have been formed and continuously helped since 1899 by the Association for the Aid of Crippled Children
- b—**The physical examination of school children** with co-operative treatment and follow-up work has been promoted by the Bureau of Municipal Research



The Good Samaritan Dispensary Made the Operations for the Experiments
Leading to Follow-up Work by the School Nurses

- c—**Athletics** for over 200,000 boys and 20,000 girls have been instituted and are being systematized in all schools by the Public Schools Athletic League
- d—**Material relief** is given yearly to thousands of school children by several agencies which offer prompt cooperation
- e—**The backward children studies** by the Russell Sage Foundation and the reiterated demand by the Bureau of Municipal Research for study of individual cases of non-promotion led to comprehensive changes in treating and recording non-promotion facts
- f—**Exhibits for nature study work** in schools are supplied to 357 out of 585 schools by the Museum of Natural History



Waiting Lines at the Museum of Natural History Led the Museum to Send its Collections to the Schools

- g—**Lectures** to thousands of pupils yearly are given by the New York Botanical Gardens and the Metropolitan Museum of Art
- h—**Decorations, medals, scholarships** are given by the School Art League
- i—**Juvenile delinquents** are taken care of by Societies for the Prevention of Cruelty to Children

- j—**Commercial training** is being studied and fostered by a special committee of the Chamber of Commerce
- k—**Pupil self-government** has been established in 14 schools by the School Citizens Committee
- l—**School gardens**, now under the department of parks, started with the volunteer work of the School Garden Association



Brooklyn School Gardens of the National Plant, Flower and Fruit Guild

- m—**Working papers** and the tests applied to school children have been systematized and strengthened by the New York Child Labor Committee
- n—**Budget requests** have been supported and made public by budget conferences of social workers and ministers, the Bureau of Municipal Research, Committees on Tuberculosis, Public Education Association, etc.
- o—**Publicity of school facts** and improvement of school reporting have been furthered by the Bureau of Municipal Research which projected the school inquiry

14—Activities started by outside agencies often become part of the school system after demonstration at private expense

a—**School nurse:** The Henry Street Settlement in 1902 loaned the first nurse to the schools; over 100 "school nurses" are now employed by the health department

b—**Vacation schools:** The Association for Improving the Condition of the Poor in 1894 started the first vacation schools and conducted them until 1897; the board of education ran 32 in 1911 and declares that 32 more are needed



Lest Anaemic Children Be Forgotten; Successful Private Classes Lead to Public School Care: Committee on the Prevention of Tuberculosis

c—**Anæmic classes:** The present 9 classes are due to the activity of the Committee on Tuberculosis of the Charity Organization Society which supplies food and a home visitor and supervises the records; this movement added impetus to the demand for proper ventilation for the not-yet-anæmic

- d—**Vocational training** was supported for years by volunteer subscriptions to the Manhattan Trade and Preparatory Trade Schools until taken over by the public school system
 - e—**Evening schools for foreigners:** About 13 years ago the Educational Alliance started special classes now maintained by the board of education
 - f—**Study-recreation rooms:** The success of an experiment in the Henry Street Settlement led to the installation of 64 rooms by the board of education
- 15—Experiments with vital possibilities for all school children are now under way supported entirely by volunteer funds
- a—**Visiting teachers** by the Public Education Association, settlements, church societies, Italian Educational League, etc.
 - b—**Dental clinics** by the Free Dental Clinic for School Children, Children's Aid Society, etc.

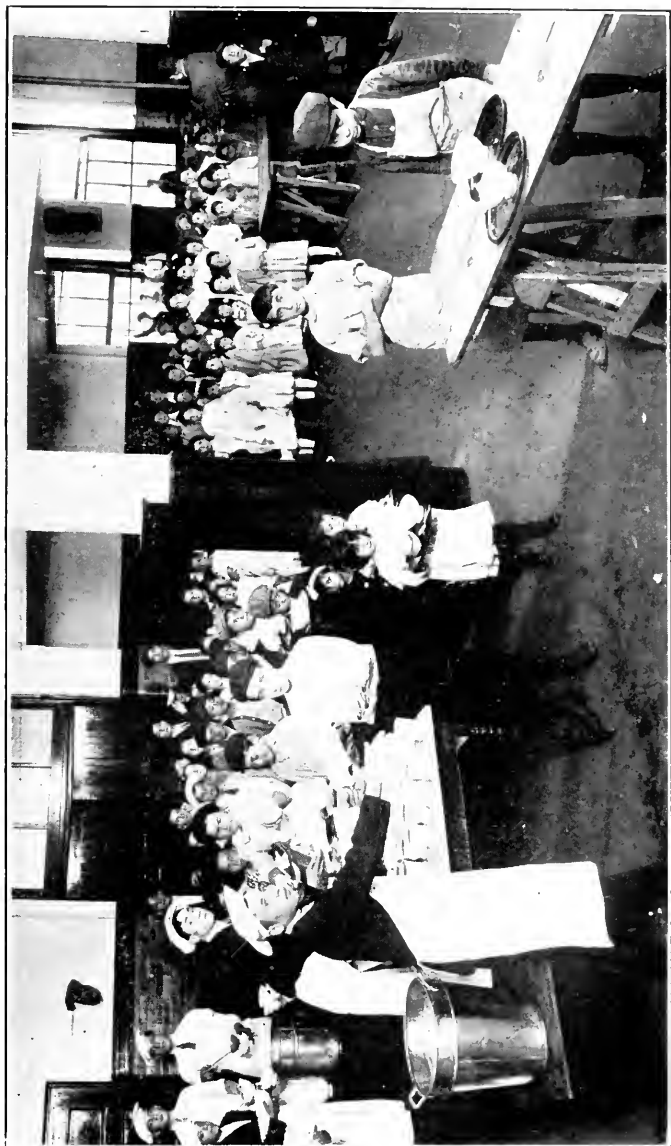


Blazing the Way for Dental Attention to All Public School Children:
Children's Aid Society

d—**School lunches** by the School Lunch Committee

c—**Vocational guidance** by the Committee on Vocational Guidance

- 16—In spite of the cooperation reported by organized charities, teachers and principals are still seeking relief for their school children from private individual sources, including teachers themselves
- 17—Of outside cooperation, the city superintendent declared in his annual report for 1905 "I look forward with earnest hopefulness to the day when every educational agency, civic or endowed, will not feel its duty done until it contributes freely of its resources to the advancement and benefit of the great American and Americanizing institution of free education"
- 18—In the last ten annual reports of the city superintendent, 1902-1911, outside interest in New York schools is mentioned 158 times by the city superintendent, associate superintendents, heads of departments and directors of special branches; of these mentions the city superintendent himself makes 31 (or three a year) including seven private agencies. Of 104 private agencies reporting direct or indirect cooperation only four are mentioned more than once by any school officials and 87 are not mentioned at all
- 19—Typical differences between what agencies report doing and what school officials say in the annual report are
 - a—The New York Public Library, 1911, reports branch work with teachers and pupils, special arrangements for teachers' circulating libraries, visits to schools by school librarians, visits to libraries by classes, vacation school libraries. The city superintendent mentions only the cooperation of the library in "providing our summer schools and recreation centers with abundant reading matter"
 - b—The Association for the Aid of Crippled Children, 1911, reports transportation of crippled children to and from public schools, giving milk and lunches, home visiting and trained nursing, vocational guidance. No mention whatever is made of the Association in the city superintendent's report for the same year
- 20—No mention is made of experiments carried on in the interest of school children by outside agencies during 1910-1911; of the Free Dental Clinic for School Children



To Prove that Better Nourished Children Make Brighter Pupils; The School Lunch Committee

and its campaign for school dental clinics; of relief agencies spending yearly several thousands of dollars on public school relief; of agencies which exist to support budget requests made by the board of education; of agencies working on the problems of truancy, recreation or school health during 1911; of the Public Education Association's work for schools during 1911; of outside help in defeating the charter dangers threatening to "remove the safeguards of school efficiency which now exist * * *"



The Child Labor Committee's Help is Continuous

Treatment of Cooperation by School Officials

- 21—In no school documents have opportunities or needs for civic cooperation been listed. Whenever outside assistance is mentioned no suggestions are given as to how it might be increased or made more valuable. When the interest of parents is mentioned as "desirable," no definite suggestions are given for more vital cooperation of organized parents with schools. With formal mention of allied educational institutions no openings for extended connection with schools are outlined.
- 22—Of 317 communications considered by the board of education and board of superintendents of sufficient importance to be referred to committees, no later report appears in their minutes of action taken on these matters.
- 23—Although the agencies are at considerable expense in their school cooperation, school officials have employed no simple way of telling them whether the matters they are presenting are important or unimportant, or what, if any, or when, if at all, formal action is taken by the boards on these matters.
- 24—Although 219 of 697 communications received favorable action at headquarters, many agencies report lack of encouragement, difficulties encountered in their efforts to cooperate, or undue delay in extending recognized benefits.
- 25—The treatment of communications, as shown by the board minutes, makes it clear:
 - a—That the mechanism of the two boards for treating outside communications encourages delay, confusion and inaccuracy. The average number of days for action is 26, maximum 330. The minutes indicate that the following steps of a communication which reaches the board are typical: (1) It is addressed to the board of education or an official; (2) At a regular meeting it is referred to a committee of that board; (3) After deliberation the committee reports to the board, the report is

adopted, denied or the matter is referred again; (4) If referred to a committee of the board of superintendents it is brought up at a later meeting of that board; (5) The matter is then returned by the board of superintendents to the board of education for final decision, if it has not been lost in its travels

b—There is no regular system of treatment for outside communications. Some committees report when certain matters are referred to them, others do not

c—Where matters are referred "with power" no further report is given in the minutes

d—It is usually impossible from the minutes to tell on what date a matter was first brought up or by what agency the original proposition was made

e—Questions which might be settled at once are delayed for committee meetings and particular sessions

f—Suggestions on their face inadvisable or irrelevant go through the same complicated mechanism; e. g., a communication in 1905 suggested that children be taught how to adjust life preservers. This matter was (1) addressed to the board of superintendents, (2) referred to the committee on school management, (3) referred again to the committee on course of study, and (4) not reported on by either committee

26—Mention of newspaper cooperation in the annual reports of the city superintendent is limited to that shown by offers of prizes for contests

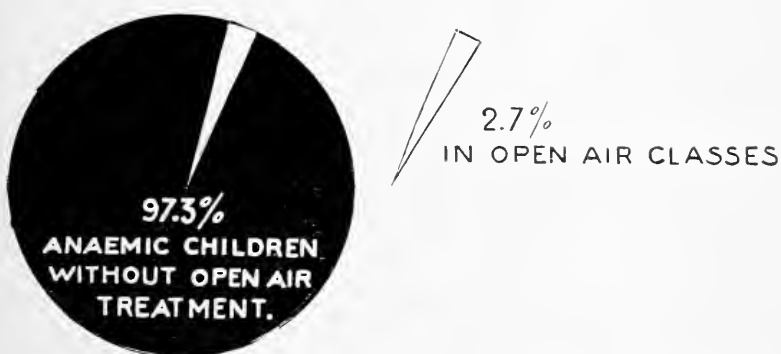
27—Newspaper cooperation seems to be used more by outside agencies than by school officials

Method of Cooperation

28—Coordination among outside agencies is lacking; they are at present duplicating and overlapping each others' work in a large degree; organizations dealing with sections of the same problem are less forceful for want of

coordination; e. g., no comprehensive health program has been worked out by the 16 volunteer agencies which report interest in school health

- 29—Agencies have not outlined, either for themselves or for the public, 100% of the work which ought to be done along the lines in which they are interested, nor have they made known what percentage of the needs in which they are interested they are unable to meet



Which Other Schools Should Have Open Air Rooms? Which Not-yet Anaemic Children Should Be Confined in Rooms that Have No "Open Air"?



How Many More School Lunches Are Needed to Help the 97% Remaining? Where Are the Other Undernourished Children? Who Is Seeing that Children Are Nourished Before School Age and Out of School Hours?

- 30—Many agencies are less effective than they might be in their cooperation
- a—Because of their dependence on unsupervised volunteer work. While a number of volunteers from the School of Philanthropy, Charity Organization Society, Columbia University, as well as interested citizens, are available each year for part or full time volunteer work, no agency is now acting as a placing bureau for such volunteers
 - b—Because of inadequate records of their dealings with school officials
 - c—Because of unsystematic publicity about cooperation offered, and unsystematic presentation of their "wares" to school officials
 - d—Because of lack of concentrated effort at budget time
 - e—Because after investigations of school problems have been made there has been little constructive follow-up work
- 31—The one central agency, the Public Education Association, has been hampered in its usefulness (so effectively and dramatically shown upon special occasions, such as the "charter fight" of 1911,) by
- a—Lack of facts
 - b—Lack of funds
 - c—Lack of continuity
 - d—Lack of supervision for volunteer work
 - e—Lack of comprehensive, definite, all borough program
- 32—Outsiders, evidently not knowing whom to address at headquarters concerning matters of particular interest, frequently send communications to the wrong officials and are forced to wait for the slow moving mechanism before action can be taken on their propositions
- 33—Prospective givers desiring to help cooperation with schools have had no easy way of finding out the truth about the relative amount and efficiency of help being given by the many outside agencies which base appeals on their helpfulness to schools

34—Cooperating agencies are not making as full use as they might of the school pages and columns in daily newspapers. Of 124 agencies reporting cooperation with the schools only 34 were mentioned in news items of the **Post, Tribune and Globe** during the years 1906-1911. Although over 200 agencies communicated requests, objections and suggestions to the Board of education and board of superintendents, only 33 agencies used the newspapers to gain publicity for such requests, objections and suggestions



Making Public Baths an Adjunct to Public Schools: A. I. C. P.
Newspapers gladly used this story in 1906

II TENTATIVE SUGGESTIONS FOR INCREASING AND STRENGTHENING OUTSIDE COOPERA- TION WITH THE PUBLIC SCHOOLS

1—To indicate its desire for outside cooperation and to enable school officials to make the most of such outside cooperation, it is suggested that the board of education consider the advisability of

a—Delegating an individual or a committee from the board of education or the board of superintendents:

- 1) To list and keep on file the needs of schools which might be met by volunteer agencies, with the approximate cost in time and service
- 2) To keep filed at headquarters records which tell how much cooperation is available from each agency
- 3) To see that this information is passed on currently to district superintendents, principals and teachers
- 4) To receive and record recommendations, offers, protests and requests from individuals and organizations outside the school system
- 5) To refer such to the proper committee of the proper board or to the officer responsible
- 6) To note what action is taken
- 7) To "follow-up" until adequate action is taken
- 8) To keep an up-to-date record of each organization and individual communicating, and a history of its connection with school matters.
- 9) To see that agencies are notified when formal action is taken by boards or committees
- 10) To dispose of communications which on their face are of minor or no value
- 11) To summarize and secure publicity about each year's benefits from civic cooperation

b—Asking teachers and principals to keep track on uniformly printed cards of help received, and to pass on to headquarters facts both as to help received and other help needed

c—Requesting local school boards

- 1) To keep on file for each district information concerning (a) available outside cooperation, and (b) school needs
- 2) To help teachers make full use of outside interest
- 3) To suggest to local agencies how they may meet school needs more fully
- 4) To keep outside agencies interested in the need for budget activity
- 5) To secure in the school columns of newspapers publicity of local needs by showing how far agencies are meeting them



The Parks and Playground Association is Glad to Help Conduct Playgrounds

2—The city superintendent's interim and annual reports might stimulate and guide cooperation

- a—By giving adequate, specific credit and acknowledgment to all cooperating agencies
- b—By stating the number and character of communications received during the year from outside agencies and individuals by the school authorities
- c—By explaining why important suggestions on which outside agencies may have spent time and money and public attention were found impracticable
- d—By frankly showing how outside agencies might change their mode of cooperation so that the schools might make more use of it
- e—By mentioning lists of definite school needs which might be met by outside interest. ^{There are} ~~For example,~~ ~~outside agencies which would be glad to~~ ~~help the schools which would have been glad to~~ ~~spend time and money if they knew~~ ~~how the superintendent's report state~~ how, where, when, if at all, they could, from the outside, help the schools secure the following advantages which were urged or shown to be needed by one or more officials in the report for 1910-1911: criticism and support from merchants and mercantile bodies; new sites and new buildings to do away with part-time; summer high schools; five additional trade schools for boys and girls; correction of discrepancies in tables which now obviously understate the number of overage children by many thousands; needed study into facts of non-promotion, retardation, "dropping out," etc.; complete segregation of mental defectives; day continuation schools instead of elementary evening schools; 57 more recreation centers; moving picture apparatus in recreation centers; the social use of schools for dancing parties and clubs; playgrounds open all the year round with supervisors; children's savings banks in all schools; culture and home-making courses for girls; special classes for children with speech defects; training teachers to correct speech defects; land for school gardens, seeds, equipment; individual towels and liquid soap

in all schools; use of floor dressing to prevent dust; more music and conferences for grade teachers on music; annual musical festival of school children; trade school training in laundry work, trained nursing, catering, cooking and interior decoration; libraries for kindergarten mothers' clubs; parent-teachers' associations in each school; athletics for 100,000 boys and 250,000 girls not yet reached; trophies and badges for contests and athletic meets; free concerts in schools; equipment for orchestras, choruses, glee clubs; more visits to shops and factories for vocational students; part-time continuation school arrangements with manufacturers and business men; more talks by business men in vocational schools and high schools; vocational guidance for all boys and girls; vacant lots for school gardens; provisions for free treatment in hospitals, clinics, etc., of all children with physical defects; enough dental clinics to meet 100% of the school dental need; enough open-air schools to care for all children predisposed to tuberculosis; ventilating arrangements which give pure air to all; opportunities for all crippled children to benefit by transportation, milk, home visiting and vocational instruction, etc.



After-school Captain Ball on an Elementary School Roof: Teachers Volunteer Supervision:
Private Agency Organizes: Girls Branch P. S. A. L.

f—By noting the approximate cost in time and money of such cooperation

g—By using photographs and charts like those shown here to illustrate types of school activity fostered by outside agencies, or needed and not yet available in the schools



A Semi-Public Museum of Natural History Helping Public School Children and Teachers

- h—By noting especially "educational" or "pedagogical" or other "scientific" questions respecting which the school authorities would like the advice of acknowledged experts in the so-called allied institutions, including the Teachers College, Columbia and New York Universities. A notable contribution to the study of high school questions was made by the present commissioner of education for Massachusetts while professor at Teachers College. Similarly, without cost to schools, he conducted the studies leading to *School Reports and School Efficiency*. City College laboratory is now assisting in the studies of ventilation for public schools. There is hardly a test now being made by those investigating either the business or educational aspects of the public schools for the board of estimate committee on school inquiry which educational and other technical experts in the above mentioned allied institutions would not have helped the board of education and the school superintendents investigate without cost to the school system
- i—By reporting to principals, newspapers and the public, especially throughout the summer and early fall, and as they happen, new developments, gifts and manifestations of outside cooperation given or lacking



Fresh Air Work Begins May 1st: A. I. C. P

3—In order that outside agencies may secure the maximum result from both time and money cooperation, it is suggested in general

a—That principals, superintendents, heads of departments, directors of special branches and officers of teachers' and principals' associations be asked to suggest definite times and places where each agency may give its particular kind of help. Settlements have shown how many detailed ways of cooperation are uncovered by this constant offering of assistance. For years the Association for Improving the Condition of the Poor, the United Hebrew Charities and the Charity Organization Society have been requesting teachers and principals to refer needy cases to them and supplying blanks and postcards for easy reference

b—That each outside agency keep the school needs which it sees before the public, school officials, and associations of teachers and principals through the school columns of the **Globe, Brooklyn Eagle, Evening Sun, Times, etc.**

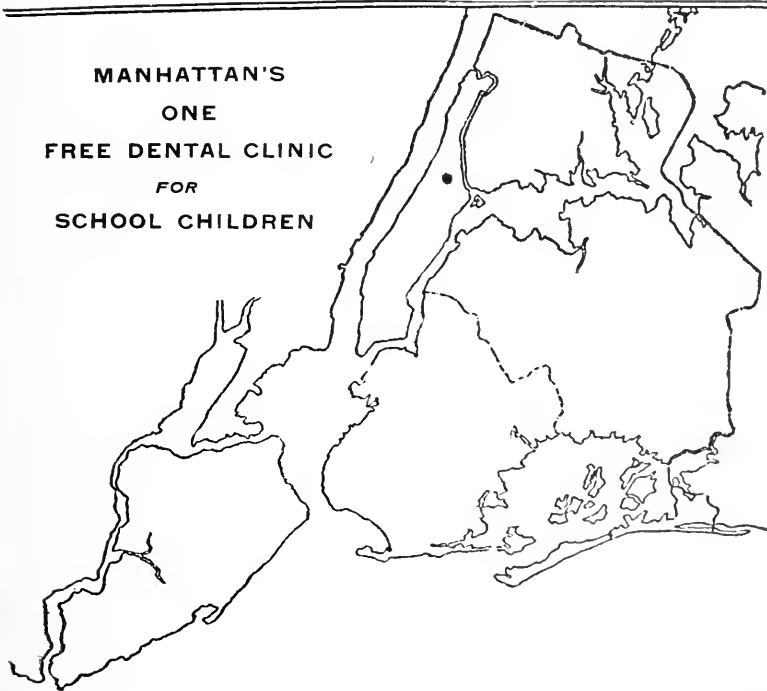


What's Good for Patients is Good for Convalescents when they Go Back to School;
Hospital for Ruptured and Crippled Children

Courtesy of the Playground Ass'n

c—That each organization outline 100% of the school needs in which it is interested. For example, that it be ascertained and stated for all boroughs how many separate open air rooms for anemic children are needed and where, and how much extra clothing before would-be anemic children can study with fresh air in the ordinary school room, also what budget changes and private contributions are necessary to supply both rooms and equipment; which schools most need lunches, where none are needed and how much money the entire problem of school feeding would entail; how many dental clinics, how many paid or volunteer part-time dentists and what educational steps are needed to meet 100% of the dental needs of school children

**MANHATTAN'S
ONE
FREE DENTAL CLINIC
FOR
SCHOOL CHILDREN**



How Many More are Needed in all Boroughs?

- d—That each outside agency describe its relation to the schools by the number of children, the number of teachers, the number of schools reached, cost per kind of work, etc., and by use of photographs
- e—That when appealing for funds to enlarge and strengthen its school work each outside agency state definitely the amount of the problem it is not yet able or trying to meet



The Ferry Boat-Hospital-School Shows the Need for City Wide Attention to Health Problems of School Children: Definiteness Strengthens its Appeal

- f—That in order to avoid duplication and to secure the added strength of combined and concentrated effort, each agency try to keep in touch with every other agency interested in sections of the same problem. For example:

- 1) There are some 16 agencies, not including hospitals and dispensaries, interested in questions of school health which might combine in cooperation with the health department's division of **child hygiene** (a) to secure an adequate number of medical inspectors and

school nurses and their efficient administration; (b) to map the free clinical and dispensary opportunities for children and the amount of service available from hospitals, private agencies, etc.; (c) to prepare uniform cards for teachers and nurses to use when referring children to hospitals and dispensaries, and for hospitals to use in reporting to the schools "cases terminated successfully" or discontinued before treatment is finished; (c) to back budget allowances for dental clinics and school dentists

- 2) The several agencies interested in civic instruction might combine with teachers and principals in outlining (a) the adequacy of civic instruction in the schools; (b) the amount of work being done by outside agencies in supplying lecturers, arranging conferences, etc.; (c) the amount of ground not covered by outside agencies or school curriculum; (d) the budget additions, if any, needed to provide adequate civic instruction; (e) a plan for using school buildings in the afternoons and evenings for extension work in civics with foreigners and school clubs; (f) for using government departments as practical illustrations of civic training. A beginning in this direction is reported by the **City History Club** in calling a conference of other agencies to discuss a program of co-operation
- 3) The several agencies interested in truancy in all boroughs might give their combined testimony and suggestions toward the reorganization of the compulsory attendance department, whether by plan of Associate Superintendent Shallow or of the city superintendent, and toward keeping the public informed from monthly records as to questions of attendance, truancy and school mortality

- 4) The several agencies which give scholarships to children between the ages of 14 and 16, might combine to outline (a) 100% of the scholarship needs; (b) the industrial opportunities possible through scholarships; (c) where the schools or relief agencies fail, as seen from the point of view of the need for scholarships; (d) the practicability of a scholarship bureau under a joint representative committee of school officials and outside agencies

g—That pin maps or equally graphic methods of representation be used for current help in planning work, and for informing givers, the schools and the public, to indicate the amount of school needs met through official channels and by outside agencies and also the amount not-yet-met. For example:

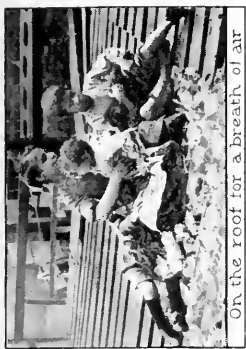
- 1) The **Women's Welfare Department** of the National Civic Federation might show which schools provide adequate rest and lunch rooms for teachers and which schools are lacking in this respect
- 2) The **Parks and Playground Association** might show where recreation facilities around and near the school in each district are lacking and indicate by different pins the municipal, private, church and business concerns
- 3) The **Public Education Association** might indicate where all visiting teachers now supported by churches, settlements, individuals, are at work and which districts need similar cooperation not now available; also why the school nurse, grade teacher, and attendance officer combined cannot do the individual distance-covering work of visiting teachers without detriment to their other duties and undue expense
- 4) The **relief societies** might show which schools do not call on them for relief or fresh air outings



A Beach scene in the Tenement District



I'd rather be in School



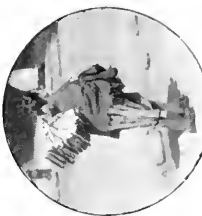
On the roof for a breath of air



A Dip in the Tenement District



Under Nourished



How much will they bring?



Waiting for the Sea Breeze Lady



A heavy Load



Their Only Playground

Schools Have Been Invited to Discover Candidates for Sea Breeze and Chapinpaqua, or in Brooklyn for the Brooklyn Children's Aid Society's Vacation Homes

Plate from A. I. C. P.

- 5) **The Association for the Aid of Crippled Children** might show in which localities crippled children are not receiving the benefits of transportation, visiting, etc. and how much more money is required for busses, nurses, medical or surgical attention and food
- 6) **The Federated Parents' Association** might show which schools are without parents' associations and mothers' clubs
- 7) **The Association of Collegiate Alumnæ** might show for all boroughs what it is planning to show for Manhattan, where there are public and private vacation schools, where there are duplications and where there are gaps that should be filled with the 32 additional schools recommended by the city superintendent in 1911



The Music School Settlement has Many Messages for Public Schools; Settlements Know Where Vacation Schools and Parent-Teacher Clubs are Needed

Courtesy of the Playground Association

- h—That the **Public Education Association**, the board of education, the **New York Public Library** and the **department of libraries** of the board of education consider the pros and cons of combining all the school library work under the **New York Public Library**
- i—That a program be outlined for cooperation between the department of charities and the board of education, indicating how the **Randall's Island Schools** might be used as a training school for teachers of ungraded classes and showing how other institutions like the **New York Institution for the Blind**, might be brought into closer cooperation with the public schools
- j—That the **Bureau of Municipal Research** after following discussions of school questions in newspapers throughout the year make available suggestions from the experience of other cities for school people and outside agencies in New York, and also make available for other cities suggestions from New York's experience
- k—That outside agencies make it clear to school officials and to the public how, if easily available during the summer, material in school reports, such as is above noted on page 28, could help in securing necessary budget appropriations
- l—That since without the necessary funds the board of education cannot be expected to add new activities, no matter how admirable or advisable they may be, agencies which exist for general publicity as well as agencies interested in specific school problems make budget time the culmination of their endeavors, either by supporting budget appropriations for special purposes or by pointing out where budget waste might be avoided and utilized to meet school needs. This means study of school budget and expenditures, and publicity about desired changes throughout the year, as well as continuous attention and careful presentation of facts while the budget is under consideration

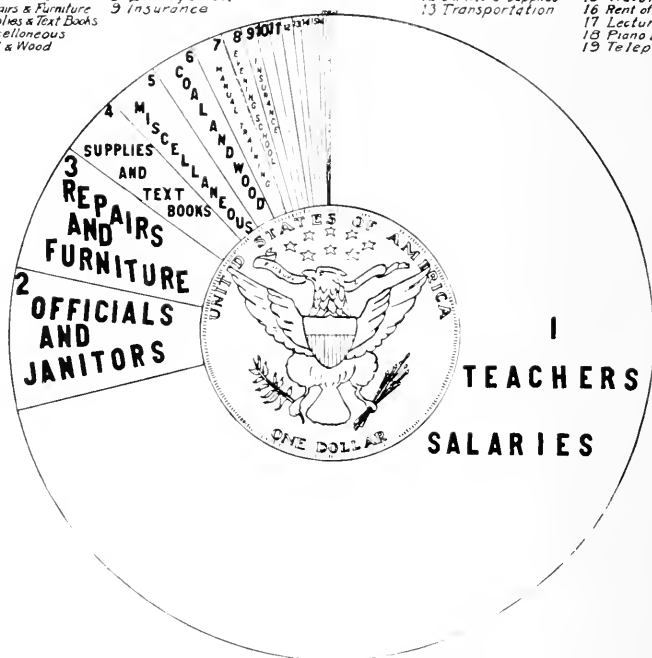
m—That agencies cooperate with the taxpayer in

- 1) Opposing added appropriations which are not supported by facts proving the value of suggested improvements
- 2) Showing, where, if at all, the funds necessary for improvements may be secured by doing away with present waste and incompetence
- 3) Basing their support of budget increases on specific information which has been made available and significant to the public
- 4) Demanding specific information from other agencies before backing their budget recommendations

HOW \$1.00 IS SPENT

KEY

<i>Teachers' Salaries</i>	<i>7 Manual Training</i>	<i>10 Medical Inspection</i>	<i>11 Printing</i>	<i>14 Gas & Electric Light</i>
<i>Officials and Janitors</i>	<i>8 Evening School</i>		<i>12 Janitors' Supplies</i>	<i>15 Water</i>
<i>Repairs & Furniture</i>	<i>9 Insurance</i>		<i>13 Transportation</i>	<i>16 Rent of High School</i>
<i>Supplies & Text Books</i>				<i>17 Lectures</i>
<i>Miscellaneous</i>				<i>18 Piano & Clock Care</i>
<i>Coal & Wood</i>				<i>19 Telephones</i>



Where School Taxes Go Can Easily Be Demonstrated

Courtesy of Robert L. Stevens Fund : Made for Hoboken's Budget Exhibit

Diagram 2, *Bureau of Child Hygiene, 1908*—Showing Variation among Brooklyn Physicians in Finding Physical Defects



Specific Information Often Proves Need for Standardizing Service before Increasing Servants

4—A strong well-financed central agency, representing and combining all boroughs is needed for organizing, coordinating and “clearing” outside cooperation with public schools to

- a—Have on file reports and literature of all agencies co-operating with public schools in the city plus important school data
- b—Provide information to givers, school people and interested citizens concerning all such agencies and the schools, associations of teachers and principals, etc.
- c—Analyse promptly the annual and interim reports from schools and point out the opportunities for helping disclosed by facts, recommendations, discrepancies, omissions, etc.
- d—Keep in touch with local boards by listing the available agencies and the school needs in their districts
- e—Invite representatives from Brooklyn, Queens and Richmond to serve on committees so that district interests in Manhattan and Bronx will not be substituted for a five-borough program
- f—Cooperate with the central committee of local school boards and with the board of education in issuing and keeping up-to-date a hand book of the agencies available for school cooperation and of fields not adequately covered
- g—Secure independent financial support sufficient to employ a number of expert supervisors and investigators for the affiliated committees of volunteers, and to use and make public the results of their work
- h—Maintain a mailing list of 10,000 persons who should be kept prepared for intelligent action on important school problems through current, cumulative information
- i—Keep constantly before the public, through the school columns of newspapers, special articles, etc. the extent and kind of cooperation being given
- j—Outline 100% of cooperation available and 100% of school needs not yet met, showing gaps where nothing or too little is being done by outsiders

- k—Show other cooperating agencies that it is worth while passing on the information gathered by their experience to the central agency which should help apply it to the problem throughout the whole city
- l—Affiliate all cooperating agencies by giving them active membership on central committees in which they are interested and to which they should be able to contribute
- m—Invite representatives from teachers' and principals' associations to serve on committees
- n—Act as a placing bureau for volunteers wishing to work on school problems
- o—Arrange conferences on school needs with teachers, principals, superintendents and parents
- p—At budget time and at other critical times help each agency to see and to do its part in getting necessary facts so as to give to the community the benefit of the work and judgment of all agencies
- q—Endeavor to make available for the board of education the suggestions of outside agencies regarding school budget changes before May 1st, when estimates and needs for next year are still being discussed, not after the board has made its decisions
- r—Secure and make available for the board of estimate and apportionment and for the public facts to support or oppose budget changes which affect schools or school children
- s—Arrange for the appearance at taxpayers' hearings of representatives from the agencies which are opposing or supporting budget changes with facts
- t—Do the "follow-up" work with school officials, board of estimate and public shown to be necessary by a study of the facts, criticisms and suggestions of the 1912 school inquiry and succeeding inquiries
- u—By virtue of its facts and its expertness, maintain independence of school authorities as the only way to be progressively helpful

5—That the board of estimate's committee on school inquiry, at this time when its experts are studying both educational and business aspects of school problems, call a conference of or arrange communication with all agencies, public and private, which are cooperating with public schools

a—To consider questions and opportunities arising from available citizen cooperation

b—To consider the desirability and method of conducting a central agency which, through all other agencies, shall cooperate all the time, with all schools in all boroughs



Mentions of Outside Interest in Public Schools in the Annual Reports of the City Superintendent for 1902-1911

I. Sources of Outside Interest Mentioned

	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	TOTAL.
Cooperation from private organizations		2	2	5	4	14	7	7	12	7	60
Cooperation from city department	1	1	1	2	2	4	3	3	2	3	22
Cooperation from public institutions			3	8	3	7	3	3	6	4	37
Cooperation from individuals	2	2			1	5	1		3	1	15
Cooperation from parents	1			2	3	2	4	3	1	1	17
Requests made					3		3	1			7
Total	4	5	6	17	16	32	21	17	23	16	158

II. By Whom Mentioned

OFFICIAL,	1902	1903	1904	1905	1906	1907	1908	1909	1910	1911	TOTAL.
City superintendents	2	1		7	4	2	2	2	2	9	31
Associate superintendents			1	1	5	5	8	8	8		36
Heads of departments	1	1		2	1	19	7	6	9	4	50
Directors of special branches	1	3	5	5	3	2	4		3	2	28
In special reports				2	3	4		1	2	1	13
Total	4	5	6	17	16	32	21	17	23	16	158

Analysis* of 697 Communications from Agencies and Individuals Outside the System Reported in the Minutes of the Board of Superintendents and the Board of Education for 1905-June, 1911

I. Nature of Communications

1. 101 cases of actual cooperation and gifts offered to the schools
 - 23 offers from settlements, churches and various institutions to have public **lectures** in their assembly halls
 - 31 offers, largely from organizations, of medals for contests and admission to exhibitions, of **equipment** such as decorations, trees for arbor day, anatomical models, flags, patterns, books, maps, etc
 - 13 offers of equipment from business concerns such as the Kennedy Valve Manufacturing Company, Real Estate Management Company, May Manton Pattern Company
 - 11 communications from individuals, of whom nine are physicians and specialists offering **free treatment** to the school children
 - Several offers of the New York Library for increased reference use of the branches by schools, offers of the museums and a formal offer from the Society for the Prevention of Cruelty to Children to take charge of all cases of crime committed by or against children, etc
2. 157 cases of organizations and individuals wishing to use the public schools
 - a. 40 for the benefit of school children
 - Includes **health** offers from Dental Hygiene Council to examine teeth in twelve schools; the Committee on Tuberculosis to establish anemic classes; the Neurological Institute to visit public schools and examine the children, etc
 - Six requests for **teachers** made by hospitals and charity agencies wishing to conduct special classes on ferryboats and in institutions
 - The Parks and Playgrounds Association requests the use of two school grounds in the afternoon
 - The Committee on Tuberculosis requests permission to **exhibit** in the schools and to have children attend the tuberculosis exhibit
 - Four mothers' clubs ask to be allowed to give **entertainments** charging for admission to purchase pictures, equipment, etc., for the schools
 - b. 117 requests for the benefit of outside organizations or the indirect benefit of schools
 - 52 for the cooperation of teachers and children in **contests, exhibits**, etc., including a request for special exercises on McKinley's birthday, Washington's birthday, Thomas Jefferson's birthday, Lincoln Centennial, etc.; requests from temporary organizations like the Hudson-Fulton Celebration for the participation of children in festivals, requests for exhibits of school work made, for example, by the Municipal Art Society and National Arts Club; offers of prizes on subjects in which the organizations are interested; a request from the New York Symphony Orchestra for a chorus of school children; and the offer of a prize by the New York Herald for a cartoon drawn by a school child

*The analysis on which this summary is based was made by Miss Taussig in October and November, 1911

- 11 for the **use of buildings** or class-rooms for meetings, concerts, etc., including a request from the Greek Syrian Catholic Church for a room in which to teach Arabic; from the Brooklyn Neighborhood Association for Sunday evening forums in the Commercial High School
 - 9 relative to the **course of study**; for example, the Ethical Culture School asked permission to obtain specimens of handwriting in the public schools; the Royal Hungarian Museum of Commerce requested the correction of teaching on the political status of Hungary; the Esperanto Congress requests permission to give lessons in the high school
 - 7 for equipment to be **loaned** by the schools, lantern-slides, statues, pictures, etc.; including a request from the Society for the Prevention of Cruelty to Animals for permission to distribute badges and a demand from the Allied Printing Trades in 1908 that only union workers be used for school printing
 - 5 to use schools in raising **funds** for the Lakewood monument, George Washington Memorial, Frigate "Constitution," new schools in San Francisco, etc.
 - 3 for permission to give **lectures** on tuberculosis or cigarette smoking
 - 9 for permission to see the school **records** to secure the names of the graduating class, information about anaemic children, etc. The Bureau of Labor in 1908 wished to interview principals about child labor. In 1909 the New York Child Labor Committee asked permission to work in the office of one of the district superintendents
 - 4 for teachers of blind and anaemic children and for a tuberculosis preventorium
- Also miscellaneous items such as the request of the Russian Liberty Organization that school children write to the emperor asking privileges for Russian children and of the United Citizen Peddlers' Association for permission to stand near public school buildings

3. 353 **recommendations, objections and requests from organizations and individuals outside the school system**

- 99 requests from 57 groups of citizens and parents from all parts of the city, 32 taxpayers' associations, 20 boards of trade, organizations and individuals for new **buildings, building sites** and additions, or for relief from overcrowding and provisions for children on part-time
 - 12 communications (1905) relative to the proposed shortening of the school day
- Requests for additional attendance officers
- A request from the Colored Orphan Asylum asking to be taken over by the board of education
 - A recommendation from the Public Education Association in 1907 that the maximum size of classes be forty pupils
 - A communication from the Federation of Women's Clubs calling attention to the poor provision for secondary education of girls below 14th Street
 - 5 communications about the **school budget**, including a request from the Committee on the Congestion of Population for \$2,500 towards school gardens; objections made by the Bureau of Municipal Research in 1910 to discrepancies between budget estimates and the school records; and the request of the Public Education Association for visiting teachers as part of the school system

- 16 communications about the **course of study**; complaints of excessive home-work, requests for more attention to essentials. (Seven of these are communications from individuals)
- 14 suggestions and recommendations about **defective children**, requesting the organization of classes for cripples, suggesting classes for the blind and recommending a class for backward children
- 14 requests for the establishment and remodeling of **evening schools** made by the Public Education Association, by groups of citizens and by parents' associations
- 13 suggestions about **school health** coming from the Association for Improving the Condition of the Poor, Board of Trade, Merchants' Association regarding eye-strain of pupils, requesting abolishment of the drinking-cup, suggesting school feeding. The National League for Medical Freedom in 1911 urges reasons against compulsory medical examination
- 9 requests for **kindergartens**
- 15 suggestions about **vacation playgrounds, evening recreation centers, school gardens**
- Requests from the board of aldermen for the opening of play centers in school yards
- Suggestion of new methods of education; the organization of a drum and fife corps and provision for swimming pools in the basement of schools
- 2 requests for the introduction of **Italian** as an elective study
- 42 communications, largely from individuals and taxpayers' associations, recommending the **appointment** of specific principals and superintendents
- 3 **complaints** against teachers from three individuals
- 11 objections to and six recommendations for the **transfer of pupils** or teachers
- 99 communications relating to the question of transportation of children in the outlying districts
- Miscellaneous requests made by outside agencies include the excuse of Jewish employees on holy days, requests for a fireman in each public school
- 4. 86 **recommendations, objections, requests from city departments and school associations**
 - Communications from 16 organizations of teachers and principals are largely relative to details of **school administration**, recommending a system of discipline, amendments to the by-laws, the use of names instead of numbers to designate schools. The Association of Women Principals has, since 1907, been suggesting methods for relieving eye-strain of pupils
 - 16 communications about **buildings**, largely from the board of aldermen, for schools in specific localities and suggestions about changes that should be made in certain schools
 - 5 suggestions from the department of health requesting information and complaining of teachers' failure to cooperate
 - Requests from the board of aldermen for the opening of play centers in school yards

BUREAU OF MUNICIPAL RESEARCH

HISTORY

January 1st, 1906 Organized as "Bureau of City Betterment"
May 3rd, 1907 Incorporated as "Bureau of Municipal Research"

PURPOSES

To promote efficient and economical municipal government; to promote the adoption of scientific methods of accounting and of reporting the details of municipal business, with a view to facilitating the work of public officials; to secure constructive publicity in matters pertaining to municipal problems; to collect, to classify, to analyze, to correlate, to interpret and to publish facts as to the administration of municipal government. (Articles of Incorporation)

SOME PUBLICATIONS ON SCHOOL MATTERS

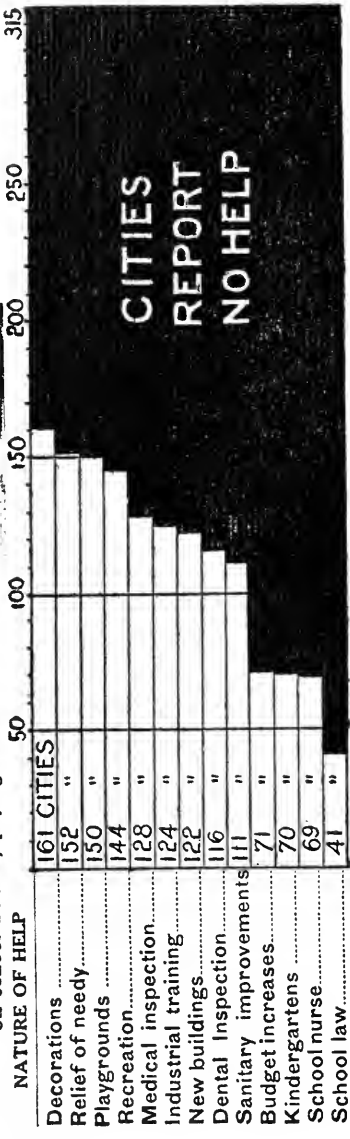
School Reports and School Efficiency (60 copies left).....\$1.50
Bureau of Child Hygiene (out of print).....
Outside Cooperation with Public Schools of Greater
 New York..... 25c
A Report on the Division of Child Hygiene (1911)..... 10c
Questions Answered by School Reports as They Are (1909).... 5c
School Progress and School Facts (1909)..... 25c
School Stories; A Topical Guide to Education Here and
 Now (Illustrated; abridged)..... 5c

AMONG 275 EFFICIENT CITIZENSHIP SCHOOL BULLETINS

No. 515—Success in School (reprinted from *The School Review*)
No. 521—How May a Community Learn its Unmet School
 Needs
No. 520—The Need for School Investigations and the Results
 which the Public May Properly Expect
No. 424—School the Year Around—Is it Coming?
No. 436—A National Clearing House for Educational Inquiries
No. 441—The Improving Reputation of School Reports
No. 507—What Is the Matter with the American Public School?
No. 526—Some Newspapers which Value School News
No. 416—How Many, When Do, Why Do Children Fail?
No. 435—What Outsiders Are Doing to Aid Work of Public
 Schools
No. 390—Work Now Being Done by Local School Boards, Man-
 hattan, with Recommendations for 1910-1911
No. 362—What Should Medical Examiners Look For?
No. 355—Efficiency in Getting Things Done Through Public
 Schools
No. 391—Where There's a Will, There's a Nurse
No. 41—The Handicap Race Toward Graduation (R. L. Stevens
 Fund)
No. 332—Part Time Facts Sought
No. 251—Publicity Helps Education's Cause
No. 35—What Can and Do School Reports Show?
No. 331—Have You a Dental Hygiene Exhibit?
No. 346—Map Showing States Having Medical Examination
 Laws (1910) with Questions as to Next Steps

INQUIRY ON CIVIC CO-OPERATION WITH PUBLIC SCHOOLS

315 city superintendents of schools report that citizens, individually or in groups, aside from serving on school boards, paying taxes and voting, have helped their public schools as follows:—



Other kinds of help mentioned

Vacation Schools—5 cities Parents Associations—4 cities Scholarships School Gardens Athletics Equipment Drinking Fountains Open Air Schools	3 cities	Home Gardens Public Lectures Libraries Pianos Music Lunches Dental Treatment Beautifying Grounds	2 cities	Night Schools Savings Banks Instruction in Civics Endowment Instruction in Hygiene Parties Clubs Pure Milk	1 city	Teacher Retirement Fund Employment Boy Scouts Instruction in Agriculture Stereopticon Lanterns Medical Treatment

WHAT SOME SUPERINTENDENTS SAY ABOUT CIVIC CO-OPERATION

We can always secure the moral and financial help of our citizens. Newspapers have given hearty co-operation. Considerable assistance given to educational plans by outside agencies. Have had no such help from citizens. Our people do not give any special attention to these matters. Some efforts by private citizens but little success as yet. All improvements inaugurated by school board. Progressive board provides all necessary things. No need for outside assistance, board attends to these matters. Schools need more efficient care of pupils' health. Conditions are favorable for securing public playgrounds. We need an awakening among citizens for better equipment and industrial training.

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339 Bureau of
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New York -
Outside coopera-
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public schools of
Greater New York.

W. H. H.

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